

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Wildflower School

Avondale Elementary District
325 S. Wildflower Drive, Goodyear, AZ 85338

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input checked="" type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Ms. Hilary A. Pierce
Schedule: 7:30 AM to 4:00 PM
Web Address: www.avondale.k12.az.us
E-mail: hpierc@avondale.k12.az.us

Grades: K-6
2002 Enrollment: 569
Phone: (623) 772-5200
Fax: (623) 772-5220

∨ School Overview ∨

Mission

The school's mission is to provide quality instruction that will transfer into lifelong learning. We are committed to experiences that create a natural bridge from classroom to community, that develop character principled in sound reasoning and decision making, and support learning as a process, not an event. This is accomplished through the creation of a warm and caring environment, and well-trained educators, working in conjunction with the parents and community.

Organization and Philosophy

- w Literacy-based
- w Structured
- w Thematically Integrated
- w Team Approach to Education

School/Academic Goals

- w Improve problem-solving and communication through integration of mathematical thought, reading, writing, speaking and listening activities.
- w Continue to develop site council and parent leadership within the school.

Instructional Programs

- w Literacy in the Classroom
- w Heath Mathematics
- w Accelerated Reader Program
- w Foss Kit Science
- w Houghton Mifflin/ Arizona Social Studies
- w Gifted Education
- w 6 Trait Rubric Writing in Various Genres
- w Second Step Violence Prevention

- w Provide ongoing program support and equitably respond to the academic, social and emotional needs of all children.
- w Provide opportunities for students to develop life skills for the purpose of developing and maintaining a high level of confidence and self-esteem.

Enrollment

October 1, 2001 School Year Student Enrollment:	797
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 2 Non-certified Employee(s)
 8 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w School Priorities
 w Budget Review- 301
 w Student Achievement
 w Parent Workshops/ Open Houses
 w Community Needs
 w Parent Surveys

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	14.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	2	0	0
10 or more years	2	7	0	0

▽ Shared Responsibilities ▽

School

The Avondale schools take seriously their responsibility to provide a safe, orderly environment for our students, to keep parents informed and to invite parents to become partners with us in the learning process. Parents are strongly encouraged to visit the school whenever possible or to phone with any questions or concerns they may have. We pride ourselves in a very active parent organization committed to giving time and energy to provide for student needs.

Parents

We believe that parents are responsible to be supportive of the school, particularly in the areas of discipline, student attendance, parents' attendance at conferences and seeing that homework assignments are completed on time. We encourage quality, two-way communication between the home and school.

▽ Transportation Policy ▽

The Avondale District follows state transportation guidelines, transporting students living outside a one-mile radius of schools within district boundaries. Additionally, students with special needs are transported to their appropriate school sites.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 50 min.	Last Day of School:	5/30/03
Operates on Extended Schedule			

Report Card Release Dates

10/4/02	12/20/02	3/14/03	5/30/03
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Additional Calendar/Report Card Information

Parent/Teacher/ Student Conferences; October 4, 2002 and March 14, 2003

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Student Publishing Center	W Media Center/ Computer Lab
W Art Room	W Drama Stage Area

Extracurricular Activities

W Family Literacy Programs	W Drama Club
W Afterschool Tutoring	W Math Challenge Reinforcement
W Spelling Bee Reinforcement	W LINKS (Living in a New Kid's Shoes)
W Read-A-Thon	

School/Community Resources

W Westside Food Bank	W Westside Social Services
W Lunch Program	W Y.M.C.A. Afterschool Program
W Crisis Intervention	W Battered Women's Shelter

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Developed a site design proposal to enhance student achievement, staff and student attendance, home-school communication and school climate.</p> | <p>w Developed PTSA activities. Held a School Carnival, Book Fairs and a Santa's Workshop to bring in additional funds for literacy. Expanded parent involvement through these activities. Increased the number of parents actively involved in Site Council.</p> |
| <p>w Wildflower School sponsors several Family Literacy Nights. Parents are offered workshops in which they can learn strategies to help their child at home, make activities to reinforce learning, and visit with published authors.</p> | <p>w The Student Council participated in many activities, such as recycling, penny drives for the N.Y. Fire Department, and food collections. Members planned appreciation events for the staff, as well as developed litter control plans for the campus,</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	18.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
West Side Impact Science Fair Winners	2002
Math Challenge Participants	2002
AAA Superintendent's Club Participants	2002
Principal's Wren Winners Participants	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	109	525	6%	16%	50%	28%
	State	58840	524	9%	17%	45%	29%
Writing	School	109	533	11%	12%	68%	9%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	111	506	14%	35%	35%	16%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	108	501	25%	19%	39%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	108	508	16%	28%	45%	11%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	110	475	21%	48%	8%	23%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	93	53	60	--	--	--
2	Reading	--	--	--	--	--	50	100	34	52	97	57	53	91	49	57
	Language	--	--	--	--	--	40	100	29	43	100	53	44	96	36	48
	Mathematics	--	--	--	--	--	51	100	27	55	99	52	57	94	38	61
3	Reading	--	--	47	--	--	47	100	55	48	100	39	50	97	53	50
	Language	--	--	49	--	--	51	100	63	54	100	46	56	98	56	57
	Mathematics	--	--	46	--	--	49	100	63	52	100	40	54	95	50	56
4	Reading	--	--	53	--	--	54	100	61	54	100	54	55	99	46	55
	Language	--	--	47	--	--	49	100	47	48	100	45	50	100	45	50
	Mathematics	--	--	51	--	--	54	100	59	55	100	55	57	100	46	58
5	Reading	--	--	51	--	--	51	100	49	51	100	59	51	94	54	53
	Language	--	--	42	--	--	44	100	38	45	100	38	45	98	41	47
	Mathematics	--	--	51	--	--	54	100	46	55	100	55	57	99	48	59
6	Reading	--	--	53	--	--	54	100	49	53	94	49	54	95	54	56
	Language	--	--	41	--	--	44	100	36	44	92	40	45	95	45	47
	Mathematics	--	--	57	--	--	59	100	69	60	94	61	63	93	67	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	64	58
Grades 3-4	76	66
Grades 4-5	80	61
Grades 5-6	78	84
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Wildflower K.I.D.S. (Kids in Dispute Settlement) Program is a peer mediation program. It recognizes that conflicts are a part of everyone's life and that students can responsibly and constructively solve their own conflicts. The goals of the program are to resolve peer disputes that interfere with the education process and to build a stronger sense of cooperation and school community.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,826	\$958,020
Classroom Supplies	\$24	\$12,533
Administration	\$351	\$184,126
Support Services-Students	\$96	\$50,514
Other Support Services and Operations	\$566	\$297,183
Total Expenditures- All Categories 2000-2001	\$2,864	\$1,502,376

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Hilary A. Pierce	(623) 772-5205	
Transportation Policy	Lynne Rumble	(623) 772-5035	
Community Resources	NDS		
School Nutrition Programs	Barbara Sewell	(623) 772-5025	
Parent Organization	J. Schlabach	(623) 882-9761	
Student Health/Nurse	Jeanna Roush	(623) 772-5210	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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